

Education Guidelines

Approved 8th February 2013

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IPI Education Guidelines

The primary focus of these guidelines is to set out the requirements for the initial education of professional planners. These include procedures for accreditation of planning schools, a schedule of subject areas and competencies, and an outline of learning outcomes and specialisms. They also cover other aspects of planning education which relate to members of the public, other professions, politicians and decision makers.

The guidelines therefore address:

1. *The purpose of planning education*
2. *Education of Professional Planners*
3. *Criteria for Accreditation*
4. *Continuing Professional Development*
5. *Educational Outreach*
6. *Planning Research*

1. The Purpose of Planning Education

1.1 The purpose of planning education, both in Ireland and around the world, is to support the advancement of the art and science of urban, rural and regional planning for the benefit of the community. A primary focus is a concern for serving the common good through the delivery of proper planning and sustainable development and the pursuit of quality place-making for people with a respect for ecosystems, quality in the built environment and diversity in cultures.

1.2 In accordance with the ethical principles of the profession, planning education is carried out with an awareness of the need for proper planning principles to be understood by the general public, a commitment to citizen participation in planning and an inclusive approach to diversity and equality of opportunity.

1.3 The Memorandum and Articles of Association of the Institute impose the following educational obligations on the Institute:-

- *To advance the art and science of urban, rural and regional planning in Ireland for the benefit of the community;*
- *To raise the standard of planning practice and implementation in Ireland;*
- *To encourage and contribute to the development of planning education in Ireland with special emphasis on the provision of mid-career planning education and on the organisation of relevant discussion and lectures;*
- *To protect and improve the status of the planning profession in Ireland.*
- *To improve and elevate the technical and general knowledge of persons engaged in or about to engage in the planning profession or in any employment in connection therewith and with a view thereto to provide for the delivery of lectures and the holding of classes and to test by examination or otherwise the competence of such persons to award certificates, scholarships, rewards and other benefactions.*

1.4 The approach to planning education set out in these guidelines is also informed by the Code of Ethics and Professional Conduct of the Institute which outlines planners' obligations to society as follows:-

- *The primary obligation of planners is to serve the common good. For this reason members shall strive to advance the art and science of urban, rural and regional planning for the benefit of the citizens of the country.*
- *Members while allowed to act as an advocate for a project should always seek to secure the delivery of proper planning and sustainable development, pursue quality place making for people and shall respect diversity in cultures, ecosystems and the built environment.*
- *Members shall aim to foster awareness of the need for proper planning and sustainable development among the general public and support citizen participation in planning.*
- *In undertaking their professional activities, all members shall not discriminate on the grounds of race, sex, sexual orientation, creed, religion, disability or age and shall seek to promote equality of opportunity.*

2. Education of Professional Planners

2.1 The Institute's vision for planning education is threefold:

Internationally Relevant and Reflective of Local Context

- *This means that planning education should be delivered through curricula that are conscious of and grounded in international directions in planning knowledge, skills and modes of learning while reflective of local circumstances.*

Addresses Education and Training Needs

- *This is based on an understanding that the needs of industry, decision makers, civil society and the community at large are served by having a sufficient supply of trained planning professionals globally in order to facilitate, promote and manage processes of urban and regional change, place-making and the development of sustainable futures in spatial terms.*

Addresses Research and Policy Development Needs

- *This focuses on producing new disciplinary knowledge that is relevant to practice, drives new policy agendas, and fosters a research agenda which analyses and constructively criticises current practice and policy contexts while providing solutions to new and evolving spatial challenges identified through theory and practice.*

2.2 In order to achieve this vision the Institute is committed to ensuring that high quality planning education is delivered through accredited schools. In this regard, high quality planning programmes and schools are considered to be those which:

- *demonstrate a clear philosophy related to spatial planning and which embraces the broad goals of ethical practice and sustainability;*

- *are properly resourced and governed;*
- *are committed to generating and disseminating planning knowledge that is of theoretical and applied value;*
- *engage with the planning profession and the public through outreach, CPD and other activities; and*
- *support the ongoing development of both the profession and the discipline of spatial planning in Ireland and elsewhere.*

2.3 In particular, in accordance with a long standing Institute policy, recognised schools of planning shall be “**within a University or within an Institute of Third Level Education of comparable status**”. The Institute and its accredited school must also be mindful of the obligations of the Institute, as an Irish regulating body, to have regard to the European Communities General Directive on the Mutual Recognition of Diplomas (89/84 EC). Accordingly it is policy to co-operate with any recognised school of planning in the formulation, organisation and completion of any Aptitude Tests or other validation arrangements required under this Directive.

2.4 The requirements of the Institute for the recognition, by way of accreditation, of new planning schools, new courses in existing recognised planning schools, and or continued accreditation of existing recognised courses are governed by a set of criteria set out in sections 3.1 to 3.13 below. The procedures for accreditation are set out in Appendix A.

3. Criteria for Accreditation

3.1 Any programme or school applying for accreditation or seeking renewal of their accreditation should prepare a self-evaluation report that addresses the manner in which all of the IPI’s requirements as set out in these guidelines are met.

3.2 Programme Form and Length: To qualify a graduate for entry to the profession the IPI defines the following as the minimum academic credentials that are normally required:

- *An undergraduate Bachelor’s Degree in planning of 240 ECTS¹.*
- *An undergraduate Bachelor’s Degree with planning as a primary component comprising 180 ECTS combined with a Masters Degree in planning of 90 ECTS.*
- *A postgraduate Masters Degree in planning of 120 ECTS.*

Individual schools can consider innovative and flexible ways of delivering their programmes in order to achieve the course credits listed above.

3.3 Demonstration of the Quality of the Programme: These requirements relate to the quality of the programme and its ability to address the core competencies (knowledge, skills and values) and learning outcomes set out in these guidelines. The self evaluation report should include all of the following:

- *A Broad Educational Vision or Philosophy (Statement of Educational Philosophy) which explains the core spatial planning focus of the programme and highlights the specific flavour, focus and distinctive approach of the school towards planning education;*

¹ The ECTS European Credit Transfer System has been developed to ensure that credits can be transferred by students across the EU.

- *An outline of the Institutional arrangements of the School, Department or unit within which the planning programme is based. This shall include an outline of the governance of the School/Department/Unit, the governance of the programme, details of staffing (including qualifications, research undertaken and experience as well as a breakdown between full time and part time staff), evidence that qualified planners form a significant proportion of the teaching staff of the programme, and a statement of resources allocated to the programme (including learning resources, supports and accommodation);*
- *An overview of the curriculum outlining the structure of the planning programme, total credit values and including lists of modules that make up the programme. A detailed curriculum map illustrating how the programme addresses the core competencies and recommended learning outcomes of these guidelines together with details of learning sequences and progression through the programme;*
- *An indication of the manner in which the school facilitates and encourages staff-student dialogue and feedback;*
- *An outline of the School/Department's relationship with the planning profession, related professions and relationship with the wider public;*
- *An overview of the planning related research undertaken by the school and evidence of a commitment to contributing to academic debates on planning; to contributing to the development of policy and, to providing constructive analysis and critique on various aspects of policy and practice;*
- *Equality and Diversity – the school should demonstrate how it is seeking to achieve diversity of student intake and how the planning programme is designed to reflect diversity within communities;*
- *For programmes which are seeking continuing accreditation, an outline of any significant changes to the programme since the previous accreditation visit.*

Core Competencies

3.4 There are two strands to the core competencies of a professional planner: the first is concerned with **knowledge and understanding** and the second is concerned with **skills**. Formation of a professional planner also needs to be grounded in those spatial **values and ethics** that are cherished by the profession and which characterise its relationships and obligations to society and to the environment. These are articulated in paragraphs 3.5 to 3.8 below. In terms of curriculum design then, each programme of planning education needs to address these competencies and values directly and also to devise appropriate learning outcomes both for the programme itself and for each individual module or course of study.

3.5 The Institute believes that competent professional planners ought to have a broad base of knowledge and understanding which includes all of the following:

- A. The History, Theory and Philosophy of Planning*
- B. The Political, Legal and Institutional Contexts of Planning*
- C. Human settlement, nature of place and place-making*
- D. Spatial Planning at various scales (from Local to Transnational)*
- E. Society, Engagement, and Stakeholder dialogue*
- F. The Natural and Cultural Environment*
- G. Economy, Infrastructure, and Resources*
- H. Emerging trends and issues at Global and local levels*

3.6 In terms of skills, it is the view of the Institute that the competencies of a professional planner encompass:

1. *Problem definition, analysis and interpretation, problem solving and decisiveness in making planning decisions for the common good which are based on balancing competing economic, social, environmental and stakeholder interests*
2. *Policy formulation, evaluation and implementation*
3. *Plan making and the use of planning and design techniques*
4. *Consultation, mediation, facilitation, negotiation and conflict resolution*
5. *Research methods including quantitative and qualitative analysis*
6. *Development management and its relationship with strategic plans and guidelines*
7. *Verbal, written and graphic communication*
8. *The use of relevant planning technologies*
9. *Team working in multidisciplinary settings*
10. *Interpreting technical documentation and drawings*
11. *Project Management*

3.7 In terms of the Values and Ethical frameworks relevant to planning education and to planning practice, the Institute expects graduates of accredited programmes and schools to understand and appreciate:

- (a) *The need to serve the common good and to deliver proper planning and sustainable development that respects diversity in cultures, ecosystems and the built environment.*
- (b) *The concept of rights, including the balance between individual and collective rights.*
- (c) *The meaning of professionalism, including adherence to independent informed judgement, the concept of conflict of interest and professional ethics*
- (d) *The need to integrate values in practice, ranging from consideration of future generations, to respect for diversity and the importance of social justice and equity*
- (e) *The need to commit to lifelong learning and critical reflection to maintain and expand professional competence*

Learning Outcomes for accredited programmes

3.8 Through an appropriately designed curriculum then, which addresses the core competencies, subject areas and ethical frameworks outlined above, graduates of all IPI-accredited programmes of initial planning education should be able to:

- *Evaluate and reflect on the **history** of and various **theories** of spatial planning both supportive and critical of spatial planning.*
- *Explain and demonstrate how spatial planning operates within the context of **political, institutional and legal frameworks** and understand the wider **social, economic and political context** for planning sustainable urban and rural environments.*
- *Appreciate the various facets of the **natural, built and cultural environment**, their vulnerability and their value to society.*

- Understand **urban design principles** and be able to appreciate and evaluate the role of design in the creation of high quality urban and rural environments.
- Recognise and understand the **challenges of sustainable development** and demonstrate an ability to **devise planning solutions to a range of spatial planning challenges** (including an ability to produce integrated plans and policies).
- Demonstrate an ability to **diagnose problems, define solutions and make decisions** based on balancing a range of competing professional and stakeholder interests.
- Illustrate that they can **formulate and evaluate policy** and how policies can be implemented in practice.
- Demonstrate an appreciation of societal diversity and recognise the importance of equality of opportunity in spatial planning processes.
- Evaluate the role of **economics and finance** in the planning and development process.
- Demonstrate effective **research, analytical, evaluative and appraisal skills** and the ability to reach appropriate evidence based decisions.
- Identify means of **engaging a wide range of groups and individuals** in spatial planning processes.
- Demonstrate an ability to **communicate** effectively verbally, graphically and through written documents and to **communicate** concepts, knowledge and conclusions to peers, specialist and non-specialist audiences within an interdisciplinary environment.
- **Mediate** disagreements and to negotiate between diverse and competing interests, and demonstrate **negotiation, advocacy and leadership skills**.
- Work effectively as part of a **team** in an **interdisciplinary** context.
- Demonstrate a familiarity with **various technologies** in planning and be able to recognise and read maps and technical drawings and documents.
- Recognise the importance of upholding the highest standards of **ethical behaviour**, and be committed to reflecting on their own practices throughout their professional careers.

3.9 In order to show that the programme meets the learning outcomes outlined above the planning school should undertake a curriculum mapping exercise. This curriculum mapping should identify the manner in which the programme delivers these learning outcomes, by describing how each of these are met through their programme and constituent modules. This should be done through the provision of a matrix and accompanying text. The curriculum mapping exercise should also illustrate the manner in which there is a progression in learning over the period of the programme.

Specialisms

3.10 In addition to the core competencies, reflecting the expansion of the field of planning and the breadth of areas in which planners now find themselves working, there are opportunities for specialisation in relation to specific areas of planning. A planning programme may require that its students develop knowledge of the relevant concepts and theories and relevant skills associated with at least one specialist area of planning. This could include but is not limited to transportation, community planning, strategic planning, international planning, environmental planning or policy, urban design, economic

development, rural planning and development, advanced information systems for planning, urban renewal, urban development, comparative planning etc.

Areas of Study

3.11 In developing its programmes of general and/or specialist study, planning schools are generally free to draw on a large range of subject areas and to develop teaching modules, learning outcomes and schemes of learning progression according to their own stated educational philosophy and approach but subject to the overall guidance and recommendations of these guidelines. The important criterion in terms of curriculum design is that, through the chosen sets of subject areas and module choices, the programme can meet the core competencies of knowledge, skills and values outlined in these guidelines to the satisfaction of the Institute.

3.12 The table contained in Appendix B sets out a long (though not exhaustive) list of relevant subjects that are considered appropriate for consideration in design of planning school curriculums. It provides a guideline in regard to specific elements that should be addressed in the knowledge, skills and values set out in the core competencies outlined in points 3.5 to 3.8. The table identifies certain topics as being 'core' or central to the formation of each and every professional member of the profession. In addition to a competency in these core areas, planning students should also gain a proportion of other specialist or general training and education in other related or relevant subjects according to their own interest or the strengths and capacity of the educational institution.

3.13 This table of subject areas may also serve as an initial checklist for the Institute, its accredited planning schools, and members of the profession generally when they consider how they might address some of the wider aspects of planning education e.g. Continuing Professional Development, Councillor Education, Outreach to sectoral groups and other professions, Adult and Continuing Education etc.

4. Continuing Professional Development for Members

4.1 An important element of the Institute's role is to encourage members to maintain and develop their knowledge and skills throughout their careers. This is both in the interests of the individual member themselves and in the interest of maintaining the confidence of the public in the profession. The Institute currently operates a Voluntary CPD programme with a view to developing a mandatory programme. Members are requested to record the CPD they undertake in an individual logbook, which is submitted and assessed on an annual basis. The Institute's interpretation of CPD is wide and encompasses more than formal training courses or seminars. The Institute's CPD guidance note and logbook pro-forma are included in *Appendix C* of this document.

4.2 The IPI is the leading provider of CPD Programmes and courses for professional planners in Ireland. Each year the IPI runs a series of CPD events for members, which include the National Planning Conference and the Autumn Conference. A large number of CPD events are also run by the Branch network which is open to all IPI members.

4.3 The Young Planners Network in the Institute regularly provides seminars and workshops of interest to planning students and graduate planners. These events include the Graduate Skills Workshop which is run on an annual basis as well as specialist seminars on topics of interest. A mentoring programme for recently qualified planners is also being developed by the Young Planners Network.

4.4 As outlined in the Institute's Voluntary Continuing Professional Development guidance note, CPD activities do not have to be provided, approved or accredited by the Irish Planning Institute. However, CPD activities must be:

- *Of significant intellectual or practical content dealing primarily with planning related matters;*
- *Conducted by persons or bodies that have suitable qualifications; and*
- *Relevant to a practitioner's immediate or long term requirements in relation to the practitioner's professional development.*

4.5 Notwithstanding this, there is recognition of the role that can be played by education providers within the CPD process. This can range from the provision of single one-off lectures or events of interest to the profession, to much more significant provision of training opportunities, including specific modules, diplomas, or further degrees. Such CPD activity may relate to specific topics in which the educational institute has an expertise, or may gather together wider thinking on an emerging area of interest.

4.6 The Institute will encourage planning and other education providers, wherever possible, and within resource constraints, to provide opportunities for CPD, and to develop specific events, seminars or programmes wherever appropriate. The Institute will support planning education providers in these endeavours through joint branding of appropriate events and through the promotion of such events among their membership.

4.7 CPD events may either be organised in conjunction between the IPI and an education provider, for example joint events organised by a local branch and an accredited planning

school, or be organised independently by the planning school itself. In the latter case permission to use the IPI logo to publicise an event, will require the approval of the IPI council.

5. Educational Outreach

Adult and Community Education about Planning

5.1 The Irish Planning Institute, by its Article of Association, is obliged; “to encourage and elevate the technical and general knowledge of persons engaged in or about to engage in the planning profession” and “to protect and improve the status of the planning profession in Ireland”. To this end the Institute has a remit to help to educate members of the public, where possible, helping them to understand what planning is and what Planners, as a profession, do raising the profile of its members.

5.2 As part of its remit in promoting and raising the profile of the planning profession, the Institute regularly prepares press releases on topical contemporary planning issues in Ireland. The Institute is also actively involved in rewarding good planning practice in the community through the bi-annual IPI awards and through the Institute’s involvement in the Tidy Towns Competition.

5.3 The Institute will prepare and update an “Introduction to Planning and the Irish Planning Institute” leaflet that will be hosted on the Institute’s website. This should be easily accessible from the website’s home page to help newcomers to planning to understand better what it is that the Institute does.

5.4 Furthermore the Introduction leaflet should indicate that the Institute would be happy to provide contact details for potential speakers on the topic of planning from interested groups throughout the country. An informal list of appropriate speakers shall be made of members that are available to fulfil any such requests. The Institute, through the provision of knowledge, will thus increase its profile and that of its members.

Planning Education for Councillors

5.5 Up to the present time (Spring 2013) there has been very little planning education in Ireland for local authority councillors who have an important and enduring contribution to proper planning and sustainable development in this country. What has been done is usually on an ad-hoc basis. New councillors as part of their induction into local authorities may be given a general short seminar in-house by the local authority itself with a small element of planning. Councillors on an ad-hoc basis may attend planning conferences but currently very few Councillors do attend such conferences. Also in guidance documents the Councillors’ role in planning has not been properly explained. For instance, in the Department of Environment, Heritage & Local Government’s, Development Management Guidelines, June 2007, there is one single paragraph dealing with the role of elected members, (DoEHLG 2007, page 8).

5.6 Significantly the Department of Environment, Community & Local Government’s recent document “Putting People First” does emphasise the importance of training for Councillors.

It is therefore important to bring forward a Councillor training programme in general but particularly one dealing with planning education. The main themes that could be covered in a planning education programme for Councillors are as follows:

- a) *The purpose of Planning, the definition of both sustainable development the common good and how these form the core of all Planning Acts since 1963;*
- b) *Ethics and how this is dealt with in the Local Government Act, 2001, and in the Code of Conduct for Councillors, 2004;*
- c) *The role of Councillors with regard to development plans and planning applications;*
- d) *The planning hierarchy and how Local Area Plans and Developments Plans relate to Regional Planning Guidelines and to the National Spatial Strategy and other high level strategic documents such as A Framework for Sustainable Development in Ireland, 2012;*
- e) *The procedure in making or varying a Development Plan or a Local Area Plan, with particular reference to the Councillors' role. This could be done by working through an example;*
- f) *The purpose and importance of European biodiversity designations and particularly the procedures and importance of Strategic Environmental Assessment and Appropriate Assessment under the Habitats Directive;*
- g) *Awareness of the 26 Department of Environment, Community & Local Government's planning guidelines and selecting some of these to look at in some more detail, e.g. Sustainable Residential Development, Sustainable Rural Development, Guidelines on Local Area Plans;*
- h) *Development Contribution Schemes and the Development Fund – understanding the scope and purpose of these and how the Councillors can contribute to and influence both the scheme and the fund.*

5.7 Planning Education for Councillors can be provided in a number of ways. Planning training can be provided at the induction stage for new Councillors. This could be in the form of a planning pack, which could be prepared by the Irish Planning Institute, which would be delivered by all local authorities as part of their induction training for Councillors. This pack would deal with the issues listed above and provide some relevant planning information such as an overview of the Planning Acts, the Code of Ethics as it relates to Councillors and a short briefing on significant elements of the planning code.

5.8 At a regional level short half day seminars could be provided for Councillors, generally in their local region by the regional branches of the Irish Planning Institute (there are 8 of these) and/or by universities with accredited Planning Courses, (DIT, UCD & UCC);

5.9 At a national level seminars can be provided specifically for Councillors, maybe on a twice yearly basis by the IPI in conjunction with the DoECLG's Spatial Planning Unit to update Councillors on emerging planning issues & new DoECLG guidelines;

5.10 Planning education for Councillors can also be provided as part of the IPI's annual planning conference, which is a two-day event in April and/or at the IPI's annual autumn conference, a one-day conference in October/November. The Irish Planning Institute at its annual conference has a tradition of having one speaker who is a local Councillor. The IPI with the assistance of and incentives from the DoECLG can attract a substantial number of Councillors to its annual/autumn conferences, as was the case in earlier years.

Planning education for practitioners in related fields

5.11 The broad ranging and multi-faceted nature of planning is such that it is increasingly recognised, that there are many areas in which the work of other practitioners interfaces with, and crosses over that of the planning profession. This includes other built environment professionals such as architects, engineers, landscape architects, urban designers, but also in a much wider sphere including environmental scientists, chartered surveyors, housing officials, administrators, solicitors and barristers, energy professionals, community workers, and those working in public health among others.

5.12 The Institute will promote and facilitate the development of inputs to the education and training, of such professionals and practitioners, through inputs delivered by suitably qualified planning practitioners or academics. This may include, but is not confined to, lectures or module components related to spatial planning delivered to other professional 3rd third level programmes for example for architects, civil engineers and other professions, delivered by planning academics or practitioners. The opportunity for planning academics and practitioners to engage with the education of other professions and disciplines should be encouraged wherever possible, as it provides for a more in depth understanding of planning in related professional disciplines. In order to facilitate presentations to other professional organisations and groups, a list of appropriate speakers drawn from members shall be compiled by the Institute.

Educational outreach to Schools

5.13 Raising the profile of planning and planners should start with education at an early age. Planning is an important tool that helps decisions to be made about the future of how we live. It is based upon a vast array of environmental, economic and social concerns. Therefore it is a rich and varied subject wherein there is considerable scope to incorporate planning and planning-related issues in both primary and secondary level education.

5.14 To this end the Institute should engage with Primary and Second level students where possible. This could take the form of consultation with the Department of Education and Skills, to provide a national campaign for raising issues of planning within the curriculum. Further consultation could be undertaken directly with teachers to ascertain how best to package and disseminate the information to children and young adults. Further it may be beneficial to engage directly with the students own representatives in the National Youth Council of Ireland potentially providing planning advocacy training through their Development Education initiative.

6. Planning Research

6.1 The IPI is committed to increasing research into spatial planning issues in Ireland. This will be achieved by working closely with the planning schools in order to identify new areas of planning research and by providing close links between practicing planners and researchers.

6.2 The IPI provides opportunities for planning researchers to disseminate their work and engage with the planning profession through their technical journal *Pleanáil* (which is published on an annual basis) as well as inviting researchers to speak at CPD events and conferences.

6.3 It is an objective of the IPI to work closely with the planning schools to develop a database of all planning related research in Ireland that can be used by professional planners, students and graduates in their professional work and studies.

6.4 The IPI will seek to liaise with IPI accredited planning schools to develop a method for disseminating research that is being carried out by planning students to members of the planning profession in Ireland

Appendix A: Accreditation of Planning Schools - Procedure

The accreditation of planning schools/programmes is one of the most important duties of the Irish Planning Institute. The process for accreditation is set out below.

Initiation of Accreditation Process

The Institute can only accredit a planning course for the first time if it is requested to do so by a planning school. For this reason the first-time accreditation of a planning course must be instigated by the educational institution itself, through a formal request to the Institute. Where review or renewal of accreditation is envisaged, this can be done through a formal request from the educational institution or at the initiative of the Institute.

If students have graduated from the course prior to accreditation being approved, the Institute may decide to accredit the course from that point, or may allow retrospective accreditation of the course where it is satisfied that the course is fully compliant with the Institute's Education Guidelines.

New courses (i.e. that have no intake of students at the time of the accreditation application) will be considered for temporary accreditation provided;

- The documentation that addresses the criteria for accreditation (as set out in section 3 of the guidelines) is submitted for consideration
- The new course has been validated and approved by the academic institute where it will be offered
- The full accreditation process (including analysis of student work) must be completed within 2 years of temporary accreditation being granted.

Upon receipt of all relevant documentation for a programme for which accreditation is sought, a timetable for the accreditation process will be agreed. It is anticipated that this process will be completed within 6 months.

Duration of Accreditation Period

Accreditation is generally given for a period of years, not exceeding five years, but it may be for a shorter period where considered necessary by the Council of the Institute. Shorter periods of accreditation can be awarded if there are aspects of a course that the Institute considers need to be improved, or if the Institute considers that inadequate resources (e.g. staff, financial, teaching time etc.) are being provided to the course.

Accreditation Team

The Institute Council will appoint an Accreditation Team, which shall consist of not less than four members of the Institute, one team member to be appointed as a facilitator and generally one each from Local Authority, Consultancy and Planning Education fields. At least one of the four will generally be a member of the Council of the Institute.

None of the members of the Team will have any direct connection with the planning school / course being accredited. The role of the Accreditation Team is to assess the course on behalf of the Institute and to report to the Technical and Education Committee/Council of the Institute on the matter. The decision as to whether or not a course merits accreditation, and on what conditions, is ultimately for the Council of the Institute.

Facilitator

One member of the Accreditation Team will act as the Facilitator. This person will be the contact person for the group, and will liaise with the representatives of the educational institution in relation to the accreditation process.

Following instigation of the accreditation procedure the Facilitator will write to the relevant educational organisation enclosing a copy of the Institute's Educational Guidelines. The letter will request that the school prepare a self-evaluation statement, showing how their course meets the Guidelines' Criteria for Accreditation, demonstrating the Quality of the Programme in the imparting of skills, knowledge and values, and how, specifically, it meets the learning outcomes set out therein. Further details are set out in Section 3.3 of the guidelines. Upon receipt of the response the Facilitator will circulate all the relevant documentation to the Accreditation Team.

The facilitator will be responsible for the logistical arrangements for the visit of the Accreditation Team, and prior to the visit.

The Accreditation Visit

The visit of the Accreditation Team will generally be held over a period of one/two days, and will involve meetings with all of the staff of the course, both full-time and part-time. It will also involve separate meetings with the students currently enrolled in the course, and may also involve meetings with past students/recent graduates. In some cases, the Team may also meet with members of the Institute in private practice who have employed graduates of the course, or who have experience of the course in other ways.

The outline programme for the visit will be agreed with the Facilitator prior to the visit, and should provide the Team with opportunities to do at least the following:

- *to meet with the staff and students;*
- *to see examples of the students' work, including any project work and any dissertations/theses;*
- *to see accommodation, computing and library facilities available to the course, and to obtain documentation on the resources available to the course, and likely to be available to the course for the period of accreditation envisaged/sought;*
- *to consider the research interests and experience of staff, and any opportunities for involving the students/recent graduates in such research.*

Generally, the Accreditation Team will prepare its report and will give an initial indication of its draft findings to the representatives of the educational institution, for their comment, prior to finalising its report. This final report, with any such comments, will be provided to the Institute's Council, via the Technical and Education Committee. The Council, having considered the matter, will then formally inform the educational institution of the outcome.

Appendix B:

Areas of Study

This table provides guidance in regard to specific elements that should be addressed in the knowledge, skills and values set out in the core competencies outlined in points 3.5 to 3.8 of the document. It identifies certain topics as being 'core' or central to the formation of each and every professional member of the profession. In addition to a competency in these core areas, planning students should also gain proportion of other specialist or general training and education in other related or relevant subjects according to their own interest or the strengths and capacity of the educational institution. The IPI accepts that some flexibility and adjustments may be necessary over time if planning education programmes are to stay relevant.

Subject areas	Core	Specialist / optional
A. HISTORY, THEORY and PRINCIPLES		
<i>Ethics, philosophy and Values of Planning</i>	*	
<i>History of Planning</i>	*	
<i>Basic Planning Theory</i>	*	
<i>Advanced Planning Theory</i>		*
<i>Planning as a professional discipline</i>		*
<i>The culture of planning in different societies</i>		*
B. LAW and ADMINISTRATION		
<i>Basic Planning Law</i>	*	
<i>Advanced Planning Law</i>		*
<i>Public Policy and Administration</i>		*
<i>Administration of Planning</i>	*	
<i>EU and International Organisations</i>		*
<i>Comparative Planning Systems</i>		*
C. DESIGN and PLACE-MAKING		
<i>Urban Design Principles</i>	*	
<i>Application of Urban Design Principles</i>		*
<i>Basic Architectural and Design Principles</i>		*
<i>History of Architecture and Design</i>		*
<i>Open Space and Principles of Landscape Architecture</i>		*
D. PLANNING at DIFFERENT SPATIAL SCALES		
<i>National and Transnational Planning</i>	*	
<i>Regional Planning</i>	*	
<i>Metropolitan and City Planning</i>	*	
<i>Towns, Districts and Local Area Planning</i>	*	
<i>Spatial Planning in rural areas</i>	*	
<i>Master Planning – Neighbourhood Scale</i>		*

	Core	Specialist / Optional
<i>E. SOCIETY and COMMUNITY</i>		
<i>Introduction to Housing and Shelter</i>		*
<i>Housing policy and planning</i>		*
<i>Planning for community needs</i>	*	
<i>Social policy and the role of civil society</i>	*	
<i>Planning for healthy populations</i>		*
<i>Diversity, integration and cultural identity</i>		*
<i>Planning and social justice</i>		*
<i>Principles of Community engagement in planning</i>	*	
<i>The role of arts and culture in planning and growth</i>		*
<i>Principles of Sustainable development in society</i>		*
<i>Planning and Urban sociology</i>		*
<i>Planning and Rural communities</i>	*	
<i>F. The NATURAL and CULTURAL ENVIRONMENT</i>		
<i>Planning for Built Heritage Conservation</i>	*	
<i>Applied Conservation of Built Heritage</i>		*
<i>Introduction to Archaeological Heritage</i>		*
<i>Landscape Planning</i>	*	
<i>Landscape Character Assessment</i>		*
<i>Dialogues in Sustainability and Climate Change</i>	*	
<i>Introduction to Biodiversity and Natural Heritage</i>	*	
<i>Applied Conservation of Natural Heritage</i>		*
<i>Introduction to Environmental Assessment</i>	*	
<i>Planning for air and water quality</i>		*
<i>Strategic Environmental Assessment</i>	*	
<i>Environmental Impact Assessment</i>	*	
<i>G. ECONOMY, INFRASTRUCTURE and RESOURCES</i>		
<i>Introduction to property economics</i>	*	
<i>Advanced real estate and property</i>		*
<i>Planning for Tourism</i>		*
<i>Urban regeneration</i>	*	
<i>Regional Economic Development</i>		*
<i>The economics of rural development</i>		*
<i>Planning for Retail and Commerce</i>	*	
<i>Planning for Renewable Energy Technologies</i>		*
<i>Energy Generation, transmission and supply</i>		*
<i>Planning for Minerals and Natural Resources</i>		*
<i>Principles of mobility and transportation</i>	*	
<i>Planning for roads and rail</i>		*
<i>Traffic modelling and planning</i>		*
<i>Planning for Ports, harbours and airports</i>		*
<i>Pedestrians, access, and special needs</i>	*	
	Core	Specialist / Optional

<i>Planning for Water supply and distribution</i>	*	
<i>Planning for wastewater treatment and drainage</i>	*	
<i>Planning for waste and waste management</i>	*	
H: EMERGING TRENDS and ISSUES		
<i>Climate Change and Sea Level rise</i>	*	
<i>Planning in rapidly urbanising countries</i>		*
<i>Planning in the context of Global development</i>		*
<i>Planning for Coastal Zones</i>		*
<i>Marine Spatial Planning</i>		*
<i>River basin and Estuarine spatial planning</i>		*
<i>Futures, scenarios and uncertainty</i>		*
<i>Planning for Hazards, Noise and Risk</i>		*
<i>Food economics and food security</i>		*
<i>Advance Demographic Change</i>		*
<i>Future Energy needs and Energy Security</i>	*	
I: SKILLS and TECHNIQUES		
<i>Hand Drawing, sketching and Graphics</i>	*	
<i>The use of maps and map making</i>	*	
<i>Computer Drawing and Graphics</i>	*	
<i>Oral and Visual Presentation</i>	*	
<i>Visual Impact Assessment Techniques</i>		*
<i>Strategic Assessment of Plans and Strategies</i>		*
<i>Impact Assessment of Projects and Proposals</i>		*
<i>Principles of Plan-making</i>	*	
<i>Advanced practice in plan-making</i>		*
<i>Principles of G.I.S</i>	*	
<i>GIS as an advanced planning tool</i>		*
<i>Remote sensing and GIS</i>		*
<i>Statistics and Numerical Analysis</i>	*	
<i>Report Writing</i>	*	
<i>Making Planning Judgements</i>	*	
<i>Negotiation and mediation in planning</i>		*
<i>Consensus Building and Dispute Resolution</i>		*
<i>Participation and Consultation techniques</i>	*	
<i>Applied planning research and techniques</i>	*	
<i>Academic planning research and techniques</i>		*
<i>Principles of development control & management</i>	*	
<i>Site analysis and appraisal</i>	*	
<i>Principles of building construction and drawing</i>	*	

Appendix C:

IPI Policy on Continuing Professional Development

IRISH PLANNING INSTITUTE

VOLUNTARY CONTINUING PROFESSIONAL DEVELOPMENT DECLARATION FORM

I certify that I have obtained 10 CPD points during the period from 10th October 2011 to 12th October 2012 and that I have retained the necessary documents / recorded the necessary information as proof of compliance.

Print Name (IN CAPITALS):

IPI Membership Number:

Signed:

Date:

The following section should only be completed where necessary:

I claim exemption from the Irish Planning Institute CPD standards by reason of:
(Please tick as appropriate)

- Leave of absence or Maternity / Parental Leave
- Certified long term illness
- Other (as notified to the Irish Planning Institute)

Please return completed forms to:

CPD

The Irish Planning Institute

Floor 3

The Courtyard

25 Great Strand Street

Dublin 1

Completed forms should arrive no later than **Friday 11th October 2013**.

Please retain all proof of CPD compliance as members having submitted a declaration form may be subject to audit.

GUIDANCE NOTE

The Irish Planning Institute resolved to introduce Voluntary Continuing Professional Development (CPD) at the Annual General Meeting of 2009. The operation of this initiative will be subject to a review within two years of its introduction.

CPD is the systematic maintenance, improvement and broadening of knowledge and skill and the development of personal qualities necessary for the execution of professional duties throughout a practitioner's working life.

The Irish Planning Institute encourages the engagement of its members in CPD activity and will maintain a record of the CPD status of its members having regard to its CPD standards as set out below. Where a member is responsible for the employment of other planning practitioners, he/she should facilitate them in undertaking CPD activity and should develop and maintain a CPD policy within the employing organisation.

CPD STANDARDS

It is strongly recommended that members adopt a strategic approach to CPD activity with a view to achieving planned outcomes / targets at the end of the CPD year. This CPD year should be based on a continuous cycle of self-assessment, CPD planning and learning, and a review of learning outcomes.

In the course of each year members should attain 10 CPD points. Unless otherwise stated, 1 hour of learning time shall be the equivalent of 1 CPD point. Members are encouraged to partake in a minimum of two CPD activities in the course of the year. These activities may be of a formal or informal nature and would typically include:

1. Post-graduate academic courses and additional qualifications
2. Conferences / Seminars
3. Planning Workshops & Specific Planning CPD Events (As Certified. Max. 8 points where uncertified)
4. In-company off the job training courses or learning assignments
5. Mentoring
6. Significant involvement in the work of an institution e.g. presentation of a paper, preparation of a report
7. E-learning
8. Internal programmes using outside training expertise
9. Supervised research
10. Knowledge sharing programmes
11. Educational site visits (Max. 2 points per visit)
12. Background reading, research or preparation required to tackle new area of work (Max. 4 points)

CPD activities do not have to be provided, approved or accredited by the Irish Planning Institute. However, CPD activities must be:

- Of significant intellectual or practical content dealing primarily with planning related matters,
- Conducted by persons or bodies that have suitable qualifications, and
- Relevant to a practitioner's immediate or long term requirements in relation to the practitioner's professional development.

CPD RECORDS

Evidence of participation in formal CPD events should be retained. Where a CPD activity is of an informal nature it is recommended that members record the broad content and learning outcomes of the activity undertaken. A CPD logbook template can be obtained from the Irish Planning Institute for this purpose. The Irish Planning Institute shall undertake random record audits of its members at the end of each CPD year in order to verify that members having submitted a CPD compliance form have met the Institutes CPD standards.

For further information on CPD members can e-mail info@ipi.ie

Name	_____
Employer	_____
Position	_____
Membership Number	_____
CPD Year	_____

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Formal Internal or External Training Course, Conference or Lecture	1				
	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Informal Internal or External Training	1				

Course, Presentations etc.	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Mentoring Sessions	1				
	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Professional Institute Activities	1				
	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Study Tours / Site Visits	1				
	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Post Graduate Education	1				
	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Background Reading/Research	1				

	2				
	3				
	4				
	5				

CPD Activity Type	Ref No.	Description	Venue	Date	CPD Hours
Miscellaneous	1				
	2				
	3				
	4				
	5				

Total No. of CPD Hours Undertaken

CPD Year

Signed
